

Developmental Disabilities Council
Reading Cover Page

Date: November 18, 2004

Meeting: Community Supports/Housing Workgroup

Reading Number: 04-C-10

Issue: Status of Performance Targets

Included in this reading:

Status Report

Background/Summary:

This report gives an update of the status of the Performance Targets for which the workgroup is responsible.

Action: Information

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Health & Education Workgroup

Child Care

CC1. Three positive legislative/executive actions occur on inclusive child care/out-of-school time programs by the end to Year 5.

Status: Staff worked collaboratively with community and agency partners to develop inclusive child care policy. Work will continue on this.

Education

ED1. 500 parents/professionals statewide receive current, relevant special education information annually. 50 parents/professionals report using the information for advocacy with school personnel or policy makers by the end of Year 5.

Status: Washington State Special Education Coalition's Parent coordinator/educator is meeting with parents and professionals around the state about special education issues and providing ongoing information/resource connections through an email list serve. Efforts are coordinated with other special education efforts including PAVE and the FEPP project.

ED2. The Council will support 30 schools to better align program, placement and instructional options for students with developmental disabilities more closely with general education Essential Academic Learning Requirements (EALRs), by the end of Year 5. (Measured by increased student achievement according to standardized testing.

Status: The Washington Education Association is working with schools to implement Beacon and Keys projects to improve coordination and collaboration between general education and

special education professionals to better serve students and improve academic outcomes as measured by testing scores.

ED3. The DDC will notify 296 local school boards, disability & education organizations of the availability of the OSPI Consolidated Program Review summaries, by the end of Year 4.

Status: Notification letters have been sent out to local school boards informing them of the availability of the summary reports. Contact with parent organizations is underway.

ED4. DDC efforts result in improvement/created education policies by advocating for implementation of recommendations of the Task Force on Behavioral Disability – Final Report, by the end of Year 5.

Status: Washington State Special Education Coalition and staff are working on it.

ED5. The DDC will collaborate with seven organizations and agencies to enact positive legislative/executive action on early intervention (children birth to nine), by the end of Year 5.

Status: Bills to study consolidation of early intervention services and requiring school districts to provide birth to three services was introduced in the 2004 Legislative Session. Advocates are working on this issue for the 2005 session.

Heath Care

HE1. Work with the Insurance Commission to improve health insurance access for 5,000 people with developmental disabilities and their families, by the end of Year 5.

Status: Advocates are working with the Insurance Commission and the Legislature to improve access and to prevent cuts to Medicaid and the Basic Health Plan.

HE2. The Council will reduce 4 key barriers to people with developmental disabilities accessing adequate health care and insurance, by the end of Year 5.

Status: Strategies to reduce barriers are being worked on including addressing some issues through health care training that will be conducted by the University of Washington in collaboration with Northwest Center.

HE3. Support three legislative and administrative policies that improve access to health care and health insurance for people with developmental disabilities, by the end of Year 5.

Status: Staff & advocates worked on the Mental Health parity bill in the Legislature. Efforts will continue in the 2005 Legislative Session.

HE4. Health care professionals and students of health care professions will be better able to work with adults with developmental disabilities. People with developmental disabilities, family members, and developmental disabilities residential providers will better understand and improve interaction with health care systems. A total of 100 people, representing the different categories, will participate in training in each State Plan Year.

Status: University of Washington Center on Human Development and Disability is collaborating with Northwest Center and DDD to conduct focus groups to determine training needs and to provide health care and health promotion type trainings.

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Community Supports & Housing Workgroup

Community Supports

CS1. Six communities, with preference given to those outside the metropolitan Puget Sound area, have more people with developmental disabilities and their families using the general services and programs they offer, by the end of Year 4, with two of the six communities selected to focus on access to transportation addressing issues outlined in the Special Transportation Needs Study.

CS2. 200 people with developmental disabilities and their families report they are more integrated and included in community programs that before the project began, by the end of Year 4.

Status: First Steps Support Center in Port Angeles is training families and school personnel to work together so parents with developmental disabilities are decision-makers in their children's education.

The Vashon Island School District project ended on June 30, 2004 and will not be renewed for Years 3 & 4. The project was not able to sustain momentum and complete the project objectives of creating enhanced educational and social opportunities for students with developmental disabilities.

VSA arts of Washington is working in Maple Valley, Port Hadlock, Spokane and Everett to conduct inclusive art classes and art exhibits that feature art by people with developmental disabilities and to help communities create sustainable art programs.

Yakima Parent to Parent's One 2 One Program is training youth mentors and matching with youths with disabilities to participate

in social and recreational community events in Sunnyside and surrounding communities in the Lower Yakima Valley.

CS3. The developmental disabilities service system is changed to one based on self-determination with services provided in a culturally appropriate manner, by improving/creating 5 policies, by the end of Year 5.

Status: The Connecting for Family Support Project ended September 30, 2004. Staff will continue to work with partners from the project including ITEIP and DOH on family support and cultural competency training opportunities. DDD is working on developing rules for Independent Living Councils (microboards) for residential services.

CS4. The state budget is increased by \$50 million for quality assurance, DD workforce stability, and services for the unserved, by the end of Year 5, and the Developmental Disabilities Endowment Trust program is supported.

Status: The Arc of Washington is training and assisting parents, self-advocates, and community members to advocate for funding for community based supports and services. Advocacy Day is held each Wednesday during the legislative session. Information and education are provided to legislators and staff on issues important to people with developmental disabilities and their families. DDD has submitted budget decision packages asking for additional funding for community services.

Council staff is providing management to the DD Endowment Trust program and support to the Governing Board. The Arc of Washington is conducting outreach, enrollments and disbursements.

Performance Target: CS5. The capacity of the state service system is increased by developing policy recommendations and tracking data to support individuals and families experiencing system change, those with complex needs, and those who have mental health

challenges, by the end of Year 5. 4 policy recommendations are developed, by the end of Year 5.

Status: FLT Consulting is tracking the impact of the State Supplementary Payment change on families, individuals, and services providers. The first set of recommendations were published in January 2004 a second set of recommendations will be available in January 2005.

Housing

HO1 \$5 million is in the Housing Trust Fund for housing for people with developmental disabilities, by the end of Year 2 and 4.

Status: The developmental disabilities housing set aside was included in the Housing Trust Fund 03-05 budget. Advocacy efforts will be needed during the upcoming 2005 Legislative Session to assure the set aside is in the 05-07 biennial budgets.

HO2. 100 people with developmental disabilities and their families access affordable housing by the end of Year 5. (Through the Housing Trust Fund, Section 8 vouchers/ certificate programs, home ownership)

Status: A pilot home-ownership project is being conducted in Spokane by the Arc of Spokane. The target is to train 15 individuals with developmental disabilities in home-ownership.

HO3. The Council will work with other organizations to modify the state building code, in accordance with federal fair housing regulations, to increase accessibility of all new residential construction by the end of Year 5.

Status: Staff is working with lead organizations on this issue.

HO4. 100 people with developmental disabilities, who are seeking rental housing, are educated on landlord-tenant law and Section 8 vouchers/certificate programs, by the end of Year 3.

Status: Parkview Services developed & distributed the *Housing Rights From Application to Eviction* booklet to over 100 people.

Booklet for self-advocates was developed and distributed to self-advocates and self-advocacy organizations.

Quality Assurance

QA1. Establish a system of quality assurance and consumer protections for people with developmental disabilities, by the end of Year 5.

Status: Staff serves on DDD Quality Assurance Advisory Committee. Council staff are working with the DDD Quality Assurance Managers to train volunteers to assist with conducting in-person interviews with families receiving services through the new waivers.

QA 2. Increase the inclusion of 25 people with developmental disabilities moving to/from hospital/institutional/nursing facilities through linking those moving with self-advocate mentors in the local community, by the end of Year 5.

Status: The Self-Advocates as Mentors project is in its 2nd year. Mentors have participated in 3 days of training over the last six months and are in the process of being matched with movers.

Transportation

T1. Access to and use of transportation is improved for at least 70 people by addressing the recommendations of the 2000 Special Transportation Needs Study by the end of Year 4.

Status: Envview in Ellensburg completed its project to educate the community about the need for special transportation.

Skagit Valley Transit is training people with developmental disabilities to use public and special needs transportation.

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Self-Determination & Employment Workgroup

Employment

EM1. 75 adults with developmental disabilities get jobs that pay at least minimum wage through WorkSource Centers by the end of Year 5.

EM2. The job retention rate of the 75 adults in EM1 is the same as that of the general population served by WorkSource Centers.

Status: Rehabilitation Enterprises of Washington is working on a statewide system change effort with the goal of 75 individuals with developmental disabilities getting jobs through Work Source Centers at least at minimum wage and keeping the jobs at least one year.

Horizons of Sunnyside is working with the Hispanic/Latino population in Yakima, Benton and Franklin counties with the goal of 20 Hispanic individuals with developmental disabilities will get jobs through the local Work Source Centers at least at minimum wage and keep those jobs for at least one year.

EM3. A list of the state and community resources for transition from school to work is available on an ongoing basis by the end of Year 5.

Status: Transition Resource Manuals produced by Provail and Elmview have been distributed to all the special education directors throughout the state. Transition information is being posted on the web and shared with transition program manager, county coordinators, case managers and parent groups.

EM4. The DDC will have contracted with three non-profit organizations directed by people with disabilities by the end of Year 3.

Status: The Council has contracted with the following organizations directed by people with developmental disabilities: Arc of Washington, Arc of King County, People First of Washington, and Arc of Tri-Cities.

EM5. State policies, rules and regulations are changed to eliminate barriers to being employed at least at minimum wage, and keeping supports and services needed by adults with developmental disabilities.

Status: Health Care for Disabled Workers Program was implemented by September 30, 2002. Funding for this program was included in the 03-05 Budget, however additional advocacy will be needed to continue to have funding available for the Medicaid buy-in. Staff is working with other advocates to promote at least minimum wage for people with developmental disabilities in all work settings.

Self-Advocacy

SA1. The Council will engage in activities to establish or strengthen a program for the direct funding of a state self-advocacy organization(s) lead by individuals with developmental disabilities: Find out how self-advocacy is being funded by the end of Year 1. Conduct activities to support the direct funding of self-advocacy organization(s) each year.

Status: The statewide and local level of funding for self-advocacy efforts were collected and documented. Council is supporting self-determination efforts through SAIL and by providing pass-through funding from DDD to People First to conduct self-determination training, support local chapter development and support the meeting of their board.

SA2. 12 individuals with developmental disabilities will be trained in leadership and mentoring skills.

Status: 15 self-advocates were trained in leadership through the Local Leadership Development projects during 2002 & 2003. 21 self-advocates were trained as mentors in 2002.

SA3. Individuals with developmental disabilities who have been trained in leadership skills (SA2) are mentoring potential leaders with developmental disabilities.

Status: Eight self-advocates were trained as mentors through the Self-Advocates as Mentors project and matched with Olmstead movers, 6 were still actively mentoring at the end of 2003. Twelve self-advocates completed mentor training in year two and are in the process of being matched with Fircrest and Olmstead movers.

SA4. Twelve individuals with developmental disabilities will have been supported to participate in a cross-disability and culturally diverse leadership coalition by the end of each State Plan Year.

Status: Each year, at least 12 youths with developmental disabilities have participated in the annual cross-disability Youth Leadership Forum held each summer in August.

Self-Determination

SD1. DDC maintains or expands advocacy efforts related to self-determination and system advocacy each year in the State Plan.

Status: Each year the number of self-advocates, parents and community members participating in Advocacy Day and legislative advocacy on self-determination and systems change has increased.

SD2. 300 unduplicated self-advocates and 200 unduplicated family members identify issues that are important to them and participate in systems advocacy by the end of each State Plan Year.

Status: Each year at least 300 unduplicated self-advocates and 200 family members have participated in Advocacy Day and legislative advocacy.

SD3. 25 self-advocates will work together to create a stronger voice in the state legislature and public policy process; the number of self-advocates participating in the Self-Advocates in Leadership (SAIL) Coalition will increase by 12, by the end of each State Plan year.

Status: Each year in the State Plan at least 25 self-advocates have actively participated in the SAIL Coalition meeting to develop their own legislative agenda and action items. The membership in SAIL has increased each year by more than 12 new members.

SD4. At least 200 self-advocates unfamiliar with self-determination will become more familiar with basic principles of self-determination in their lives by the end of Year 3.

Status: Over 1200 self-advocates were trained in Self-Determination in 2002.

SD5. Forty family members and other community members are more effective leaders and system advocates by the end of each year in the State Plan.

Status: At least 40 family and community members participated in Local Leadership Development training each year. Participants attend a two Legislative Advocacy weekend in Olympia, participate in a series of leadership development workshops and conduct a project in their local community. Projects have been in Kitsap, Clallam, Benton/Franklin, Lewis, Spokane, and Clark counties. Stevens, Benton/Franklin, and Jefferson counties are planned for this coming year.

SD6. Thirty individuals with developmental disabilities have attained membership on public and /or private non-profit boards by the end of Year 3.

Status: Thirty people with developmental disabilities were appointed to serve on the board or commission of their choice.